DOCUMENT RESUME

ED 348 566 CE 061 822

TITLE	Advanced Social Skills. Facilitator's Skill Packets 16-22. Social Skills Training.
INSTITUTION	Model Classrooms, Bellevue, WA.
SPONS AGENCY	Job Corps (DOL), Washington, DC.
PUB DATE	90
CONTRACT	99-0-4714-35-041-01
NOTE	79p.; For related documents, see CE 061 819-825.
AVAILABLE FROM	Model Classrooms, 4095 173rd Place, S.E., Bellevue, WA 98008.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Affective Behavior; Group Dynamics; Helping Relationship; *Interpersonal Competence; Participation; Peer Influence; Persuasive Discourse; Teaching Guides
IDENTIFIERS	Following Directions; Job Corps

ABSTRACT

These facilitator's skill packets contain seven individual packets related to advanced social skills: (1) asking for help; (2) joining in; (3) giving instructions; (4) following instructions; (5) apologizing; (6) convincing others; and (7) making a decision. Each packet contains the following sections: definition of advanced social skills; objective; resources needed; using this skill packet; presentation steps--activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for the skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA)

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ADVANCED SOCIAL SKILLS

FACILITATOR'S SKILL PACKETS

16-2

SOCIAL SKILLS TRAINING

Job Corps

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Social Skills Training

Job Corps

Facilitator's Skill Packet

Advanced Social Skills

NUMBER 16

Asking for Help

"The people who get on in this world are the people who get up and look for the circumstances they want and, if they can't find them, make them."

— George Bernard Shaw

U.S. Department of Labor

Advanced Social Skills

Advanced Social Skills are those skills that a person uses in complex interactions with others. They build on the Beginning Social Skills and focus on achieving broader objectives.

Objective

This lesson will be accomplished when the students ask for help from the proper person in a respectful manner.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 16. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview the video tape #16 *(description on page 4);* **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

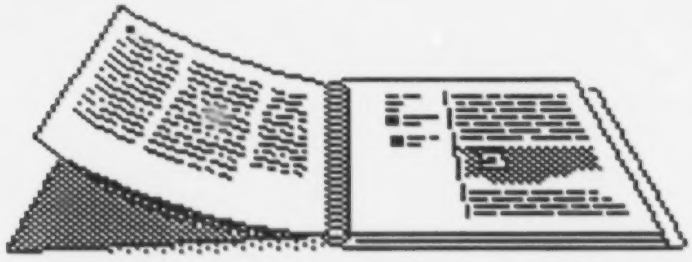
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Everyone needs help at some time or another. Asking for help doesn't mean that you're weak. It means that you could use some assistance with what you're doing.

Once you have decided that you could use some help, it's important to ask someone who is knowledgeable and willing to assist you.

You will need help with lots of things in your life. Sometimes deciding that you don't need or want help could be a big mistake. Think carefully about what you will be doing. If you could use some help to make the job easier or to avoid a mistake, be sure to ask for it.

Sometimes people will offer to help you without you having to ask. Be gracious and accept the help that is offered as a gesture of friendship. When you work together to accomplish a task, the load is lighter for everyone.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #5

This music video features a number of students who are unenthusiastically rehearsing the song "Lean On Me" for a Center assembly. The lead singer suggests that if they think about occasions in their own lives when they have helped others or been helped by others, they will be better able to express the lyrics in the song. We then see a short scenario involving each student in a situation when they are receiving or giving help.

ALTERNATE CHOICES

1. Help!

When the students enter, one student is chosen to come to the front of the group. He/she is asked to stand with arms out, palms down. On the back of each hand is placed a flat candy bar (or dollar bill) and on top of each candy bar is placed a paper cup half-full of water. The student is told that the candy bar is his/hers if he/she can get to it without spilling any water and without using his/her hands or mouth to take the cups off. There are no other restrictions. Many students will go through all kinds of contortions OR they will realize (or you can demonstrate) that all they need to do is ask someone else to take the cups off for them. **Materials needed:** two candy bars, two paper cups, a small container of water, and a towel for cleanup, if necessary.

2. Everyone Needs Help Sometimes:

Select a heavy object in the room. Try (unsuccessfully) to move it yourself. See if anyone volunteers to help you. If not, ask a student for assistance. Identify two or three other small tasks. Ask various students to help with each one. You should be able to show that it's easy to ask for help.

3. Create your own "Attention-Getting" activity.

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3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** what the problem is.
2. **Decide** if you want help for the problem.
3. **Think** about people who might help and select one.
4. **Tell** the person about the problem; ask for help.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. In math class you are working on the fractions unit, but you just can't seem to get it. Your teacher doesn't look busy with other students.

2. When you make your bed in the dorm you just can't seem to get it to look very neat. Your roommate does a great job making his or her bed.

In the Community

1. You are in a big clothing store. The bag you have been carrying your purchases in rips and everything you have in it is about to fall out. There is a clerk behind a nearby counter who isn't waiting on anyone.

2. You arrive home with both arms loaded down with groceries and the lobby door to your apartment building is shut. Two children are playing on the porch.

On the Job

1. You've been given a rush assignment by your boss and you know you won't be able to finish it on time. One of your co-workers doesn't seem to be busy.

2. Your office has just started a new procedure. You're not sure you can do it correctly.

In a Social Situation

1. You've been assigned to organize the company picnic this year. It's a big job to make all of the arrangements by yourself.

2. You have a chance to go to a dance with someone you really like, but you don't know how to dance. Your friend is a really great dancer.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Can you think of a time in the last week that you could have used some help but didn't ask for it?
- Name some of the reasons that people don't like to ask for help when they need it.
- How do you decide who to ask for help?
- If you moved to a new city, what things would you need help with? Who could you ask? (i.e., location of grocery stores, banks, bus stop, etc.)

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

16. Asking for Help

I ask for help from the right person in the right way when I need it.

STEPS TO ASKING FOR HELP

1. **Decide** what the problem is.
2. **Decide** if you want help for the problem.
3. **Think** about people who might help and select one.
4. **Tell** the person about the problem; ask for help.

Everyone needs help at one time or another. Asking for help doesn't mean that you are weak. It just means that you could do a task better with help. **Think carefully** about what you need to do and decide if you want or need help.

When you ask for help, it is a good idea to pick someone who you think is knowledgeble and who might be willing to help you. **If the person you ask says no, don't be discouraged. Ask someone else!**

Social Skills Training

Job Corps

Facilitator's Skill Packet

Advanced Social Skills

NUMBER 17

Joining In

"One man can be a crucial ingredient on a team, but one man cannot make a team."

— Kareem Abdul-Jabbar

U.S. Department of Labor

Advanced Social Skills

Advanced Social Skills are those skills that a person uses in complex interactions with others. They build on the Beginning Social Skills and focus on achieving broader objectives.

Objective

This lesson will be accomplished when the students choose appropriate ways and times to become part of a group.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 17. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #7 *(description on page 4)*, **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

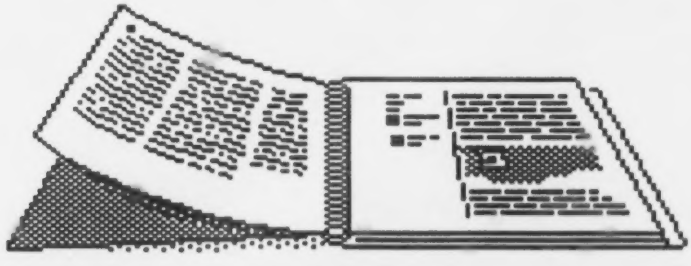
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Joining in is a lot like a car pulling onto a busy road. If you force your way in, or if you are too hesitant, you might hurt yourself or others. Like pulling into traffic, joining in a group activity depends on timing.

If you want to join in on a conversation or discussion, wait until there is an opening or pause and then offer your ideas. If you decide you want to join in an activity, a game or other event, timing is especially important. You don't want to disrupt the activity, but you want to join in smoothly.

Remember, you don't always need to wait to be asked or invited to join an activity. If you choose a good way and time to try it, you'll find that you can easily join in lots of fun activities and make new friends, too.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #7

In this video a new student is caught in an off-limits area b y a security guard. They discuss the difficulty the student is having with joining in student activities. During the discussion we see a montage of the student failing in his attempts to join in a number of activities on Center such as a basketball game, a card game, a student field trip, etc.

ALTERNATE CHOICES

1. The Conversation.

In advance, arrange with a student or co-facilitator to start a conversation about something of interest (a sports play-off, current event, etc.). Discuss the event and see if others join in the conversation. As a group, discuss how others did or did not join in.

2. Situations.

Ask students to volunteer situations when they wanted to join in, but didn't. See if they can identify why they didn't try to join in.

3. Create your own "Attention-Getting" activity.

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3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you want to join in an activity others are doing.
2. **Decide** the best way to join in.
3. **Choose** the best time to join in.
4. **Join in** the activity.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer who you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Several Job Corp members are going into town together. You'd like to go too.

2. Members of the dorm are playing a team game. A team is short one player. You like to play the game.

In the Community

1. Your apartment building has a tenant's association. You would like to participate because you have some concerns. Your neighbor is a member.

2. You've heard about a new bowling team forming in your community. You're a pretty good bowler.

On the Job

1. Several people you like at work sit together at lunch. You'd like to join the group.

2. There's a new job project opening up at work. Several people you know have already been picked. You'd like to be on the team.

In a Social Situation

1. You want to go out, but you don't have any transportation. Two friends are going out with dates together in a van that seats six.

2. At a neighborhood picnic some people who you don't know are discussing your favorite sport.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What do you do if you do it right and it still doesn't work?
- What would you do to make it easier for someone who is obviously trying to join in?
- Why do you think it's important for you to learn to join in?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

17. Joining In

I choose appropriate ways and times to try to become part of a group.

Joining in is a lot like a car pulling onto a busy road. If you force your way in, or if you are too hesitant, you might hurt yourself or others.

If you decide you want to join in a conversation or activity, you need to be sure to pick the right time and way. You don't want to disrupt things; you just want to fit in smoothly.

You don't always have to wait to be asked to join in the conversation. When you choose a good way and time to try it, you'll find you can easily join in lots of interesting and fun activities.

STEPS TO JOINING IN

1. **Decide** if you want to join in an activity others are doing.
2. **Decide** the best way to join in.
3. **Choose** the best time to join in.
4. **Join in** the activity.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Advanced Social Skills

NUMBER 18

Giving Instructions

"Waiting limited to sixty minutes in any hour"

— parking sign seen in a small town in England

Advanced Social Skills

Advanced Social Skills are those skills that a person uses in complex interactions with others. They build on the Beginning Social Skills and focus on achieving broader objectives.

Objective

This lesson will be accomplished when the students clearly explain to others how to do a specific task.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 18. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview the video tape *(video unavailable at this time);* **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

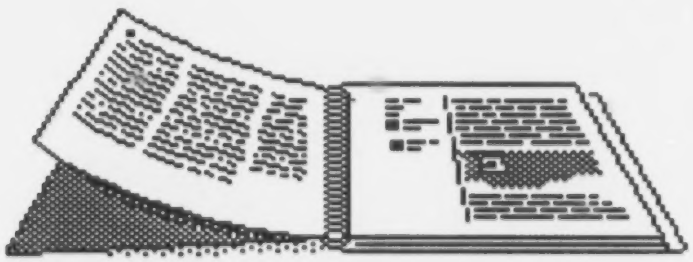
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- **Review the Objective** on the opposite page (←).
- **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).
- **Follow the 7 presentation steps.** They are described in full on the next few pages.

    1. **Use an "Attention-Getting" activity.**
    2. **Introduce the skill.**
    3. **Describe the basic steps for the skill.**
    4. **Model the skill.**
    5. **Have students role play the skill.**
    6. **Discuss how to use the skill in everyday life.**
    7. **Conclude the session.**

- **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**
- **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the opposite page. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Anytime we give instructions to someone we are telling that person how to do something. We all give instructions almost every day. It could be telling someone how to find your house, or how to make a cake, or how to do a math problem. The more clear and detailed the instructions are, the more likely what someone does will resemble what we want.

When you give instructions to someone you are giving them the responsibility to complete a task. First you need to decide if you want them to do it exactly as you had in mind. If so, your instructions must be very specific and clear. If you want the person to use some judgement, then your instructions can be more general.

When you are giving instructions, it's important to check to see if they are understood. You could simply ask "Do you understand?" or "Is this clear?" Or, you could ask the person to repeat the instructions to you or to write them down. If the instructions aren't clear, you may be asked to give instructions to other members of your crew or your co-workers.

It will be important for you to be able to clearly communicate what needs to be done. If you are good at giving instructions, you may be promoted to a supervisory position.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. ***(Video unavailable at this time.)***

ALTERNATE CHOICES

1. Origami.

The facilitator distributes an instruction sheet that tells how to fold a sheet of paper into an origami construction such as a paper bird. Students are given 5 minutes to do this. **Materials needed:** origami instructions, paper.

2. Shapes and Colors.

Two students are selected from the group. Each stands in front of a big sheet of paper at the front of the room. These sheets face the room, but have a screen between them so that a person standing in front of one sheet cannot see the other sheet. The student on the left is told to draw a pattern using two circles, two triangles, and a square. He or she is to use at least two colors of marking pen. After completing this, he or she tells the other student how to draw the same pattern. VARIATION: If time, do this a second time, but allow the second student to ask questions.**Materials needed:** large sheets of paper, some kind of screen, 2 or more colors of marking pens.

3. Create your own "Attention-Getting" activity.

_____

_____

_____

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** what needs to be done.
2. **Think** about the different people who could do it and choose one or more.
3. **Ask** those persons if they understand what to do.
4. **Ask** the other persons if they understand what to do.
5. **Change or repeat** your instructions if you need to.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are in charge of hall clean up for your dorm. You want a new student to strip and wax the floor.

2. A new student asks you how to apply for a weekend pass.

In the Community

1. You've been asked to coach a children's baseball team. Some of the children have never played before.

2. Someone stops you on the street and asks you for directions to the public library.

On the Job

1. As crew leader you need to explain to your crew how to install sheetrock.

2. You need to explain to a new typist what kind of report format your office uses.

In a Social Situation

1. You are going to meet some friends at the movie theater. One of them doesn't know where the theater is.

2. Your friend asks you how to fix a flat tire on her bicycle.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Name some situations at Job Corps when you give instructions to others.
- What could happen if you did not give very specific instructions?
- How could the skill of giving instructions help you advance on the job?
- What could you do to see if your instructions are understood by the person or persons you are giving them to?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

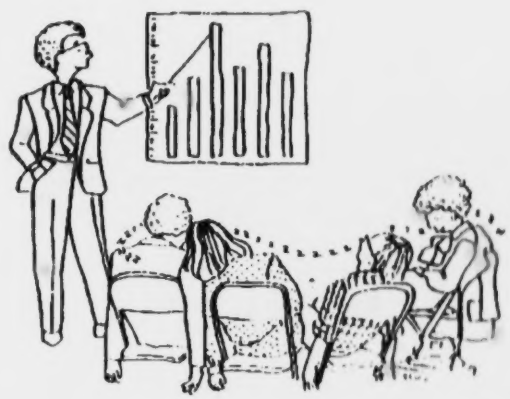
18. Giving Instructions

I explain clearly to others how to do something.

When we give instructions, we are telling someone else how to do something. The more **clear and detailed** our instructions are, the more likely that what they do will be what we had in mind.

We give instructions to others almost every day when we tell them how to do things like making a cake, fixing a flat tire, doing a math problem or finding our house.

Giving clear and specific instructions is a skill that's important on the job, too. Most supervisors are people who are good at giving instructions to others. Practicing this skill could lead to a promotion!



STEPS TO GIVING INSTRUCTIONS

1. **Decide** what needs to be done.
2. **Think** about the different people who could do it and choose one or more.
3. **Ask** those persons if they understand what to do.
4. **Change** or repeat your instructions if you need to.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Advanced Social Skills

NUMBER 19

Following Instructions

"Nothing is more terrible than ignorance in action."

— Goethe

U.S. Department of Labor

Advanced Social Skills

Advanced Social Skills are those skills that a person uses in complex interactions with others. They build on the Beginning Social Skills and focus on achieving broader objectives.

Objective

This lesson will be accomplished when the students follow instructions and complete tasks as directed.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 19. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #12 *(description on page 4);* **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

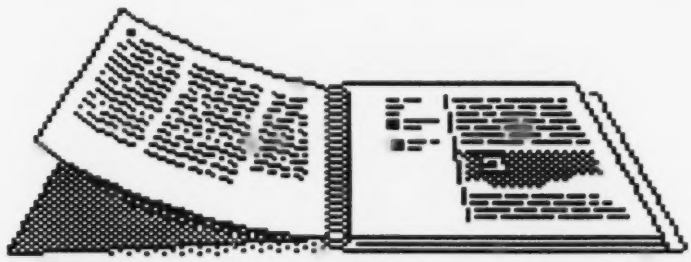
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

One of the most important aspects in working on a job or with others is being able to follow instructions. By following instructions that are given you can avoid misunderstandings, mistakes or accidents.

To follow instructions you need first to understand clearly what they are. You often hear people say, "If all else fails, read the instructions." It is common for people to attempt to do something without ever looking at instructions, and they often waste valuable time.

On the job, your employer will expect you to be able to follow the supervisor's instructions. If you don't understand or are unclear about something, it is critical that you ask questions. Then carry out the task following those instructions. If you think you may know a better way to do something, it's important to ask before deciding to do it your way.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #12

This video is a "just for fun" piece. It is meant only to create an "attention-getting" event. It is a scenario involving three angels who are looking down at earth in amusement while watching people experiencing problems because they haven't followed directions.

ALTERNATE CHOICES

1. Instruction Sheets:

Give each student written instructions as follows: "Draw a small circle. Put a second circle touching the first. Put a triangle right next to the circle." No questions are allowed. When each student has finished, compare the drawings. Discuss how different results can be when instructions are unclear.

2. Shapes and Colors:

Two big sheets of paper are at the front of the room with a barrier between so that someone standing at one sheet cannot see the other. Select three students. One draws a pattern using 2 colors of pen and 2 circles, 2 triangles, and a square. That person then gives instructions to the second person who attempts to draw the same figure from the instructions. The second student can ask questions and the third student will stop the drawing if it doesn't match up. The third student doesn't give instructions on how to correct the drawing, but only acts to let the second student know if it's been done correctly. **Materials needed:** 2 large sheets of paper, barrier, at least 2 colors of marking pens.

3. Create your own "Attention-Getting" activity.

_____

_____

_____

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Listen** carefully while you are being told what to do.
2. **Ask** questions about anything you don't understand.
3. **Decide** if you want to follow the instructions, and let the other person know your decision.
4. **Repeat** the instructions to yourself.
5. **Do** what you have been asked to do.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your vocational instructor gives you verbal instructions for a complicated task. You find them too much to remember all at once.

2. You came in late to a dorm meeting and missed part of the instructions about how to apply for a weekend pass trip.

In the Community

1. A gas station attendant is giving you instructions on how to find a certain address. His instructions are very vague.

2. You've read the instructions on the tax forms, but you're a little confused about how to prepare your return.

On the Job

1. Your boss gives you instructions about where to deliver an important report. Her instructions were not detailed, and you aren't sure about what to do.

2. You are following instructions to do a particular job and think you know of a better and faster way to do it than the way the instructions say.

In a Social Situation

1. You've prepared a special dish for a company dinner. You've made it many times before, so you don't take time to look up the recipe. When you taste it you realize that you must have left something out.

2. You have written down the instructions about how to find a friend's house. You think you know a better way that will save you time.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- On your job, what might be the consequences of not following instructions?
- What are some ways you can use to help you remember complicated instructions? (repeat them, write them down, etc.)
- Name some situations that you encounter every day in your home when you are provided with instructions. (For example: recipes, using over-the-counter medicines, using household cleaning products, etc.)
- Where could you find instructions for the following: building a deck, baking a cake, filing a tax return, finding what bus to take?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

19. Following Instructions

I follow instructions given to me and complete tasks as directed.

STEPS TO FOLLOWING INSTRUCTIONS

1. **Listen** carefully while you are being told what to do.
2. **Ask** questions about anything you don't understand.
3. **Decide** if you want to follow the instructions, and let the other person know your decision.
4. **Repeat** the instructions to yourself.
5. **Do** what you have been asked to do.

Learning to follow instructions well is an important part in any job. By following instructions carefully, you can avoid mistakes, misunderstandings and accidents.

The key to following instructions is to do whatever is necessary to be sure that you understand exactly and specifically what it is you are to do. If any areas are vague or unclear, be sure to **ask questions.**

If you think you know a better way to do something, **check it out with your supervisor first.**

If instructions are complicated or detailed, repeat them or write them down to be sure you understand.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Advanced Social Skills

NUMBER 20

Apologizing

"To no kind of begging are people so averse as to begging pardon; that is, when there is any serious ground for doing so."

— Julius and Augustus Hare

Advanced Social Skills

Advanced Social Skills are those skills that a person uses in complex interactions with others. They build on the Beginning Social Skills and focus on achieving broader objectives.

Objective

This lesson will be accomplished when the students recognize when to make an apology and how to do so in appropriate ways.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 20. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview the video tape: *(video unavailable at this time.)*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

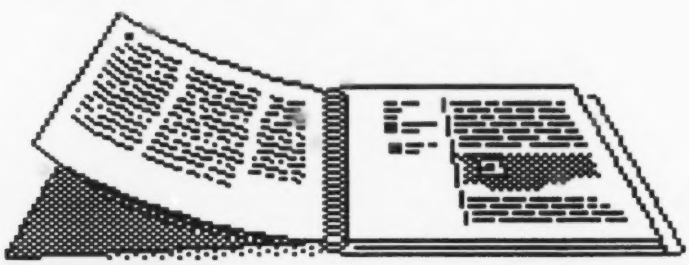
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- **Review the Objective** on the opposite page (←).
- **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).
- **Follow the 7 presentation steps.** They are described in full on the next few pages.

    1. **Use an "Attention-Getting" activity.**
    2. **Introduce the skill.**
    3. **Describe the basic steps for the skill.**
    4. **Model the skill.**
    5. **Have students role play the skill.**
    6. **Discuss how to use the skill in everyday life.**
    7. **Conclude the session.**

- **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**
- **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Once in a while everyone does something that hurts another person. Whether we mean to or not, our actions can annoy, inconvenience or hurt others.

When this happens, you have a choice about how to handle the situation. You could just forget about it and hope the person that is hurt forgets, too. This approach doesn't often work.

A better way is to apologize to the person for what you have done. Apologizing doesn't mean that you are weak or that what you did was wrong. When you apologize to someone you show that you know that he or she is hurt and that you are sorry for what has happened. It's best to apologize right away to clear the air. Making apologies is not always easy to do. It takes courage on your part to acknowledge that what you have done was hurtful. When you make the effort to apologize, it is important for you to sound sincere, like you really mean it.

Remember, it takes a **BIG** person to apologize.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. **Late arrival.**
   Arrive late for the group meeting and apologize to the group for being late.

2. **Apologies.**
   Ask the students to name ways of making an apology, for example: verbal, public, private, flowers, candy, hug, note, etc. List them and discuss when each would seem appropriate.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if it would be best for you to apologize for something you did.
2. **Think** of the different ways you could apologize.
3. **Choose** the best time and place to apologize.
4. **Make** your apology.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are participating in a sports event that is very exciting. At a crucial moment one of your teammates makes a bad mistake that lets the other team win. After the game you yell at him or her and really lay in some verbal low blows. Later you regret doing that because you feel you over did it.

2. You were in pay line and your check did not come. You yelled at the staff member who was paying the students.

In the Community

1. Without realizing it, you cut in front of someone else in line at the grocery store.

2. You promised to help with a community blood drive on Saturday. Your boss at work tells you he needs you to work Saturday. You can't work on the blood drive.

On the Job

1. You make a mistake in your work that causes a fellow worker to look bad in front of his or her boss.

2. You forget to tell your co-worker about an all-staff meeting one morning. She misses the meeting.

In a Social Situation

1. You bump into someone carrying a full cup of coffee and cause it to spill all over the floor.

2. You planned to see a movie with four friends. You forgot to tell one of them what time you were leaving, so she didn't show up on time. You left without her.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Does making an apology always mean that you were wrong in what you did? Explain.
- Can you think of some situations in which you felt you were owed an apology, but didn't get one? How did you feel?
- How do you think you should apologize for the following actions: late for work because bus was late; borrowed a friend's sweater and got it dirty; gave a friend the wrong directions to a party.
- If you wanted to apologize to someone, but you wouldn't be seeing them soon, how could you let him/her know you wanted to apologize? (phone call, write a note, send flowers, etc.)

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

20. Apologizing

I know when and how I should make an apology.

by James Darwin, Keystone JCC

Once in a while everyone does something that hurts someone else. Our actions can annoy, inconvenience or hurt other's feelings.

When this happens, it is important to apologize. It doesn't mean that you're weak or wrong.

Apologizing lets the other person know that you are sorry about what happened and that you are aware of the pain that they are feeling.

Make your apology. Sound sincere, like you really mean it. Make it as soon as you can so you can clear the air.

STEPS TO APOLOGIZING

1. **Decide** if it would be best for you to apologize for something you did.
2. **Think** of the different ways you could apologize
3. **Choose** the best time and place to apologize.
4. **Make** your apology.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Advanced Social Skills

NUMBER 21

Convincing Others

"The more I study the world, the more I am convinced of the inability of brute force to create anything durable."

— Napoleon I

Advanced Social Skills

Advanced Social Skills are those skills that a person uses in complex interactions with others. They build on the Beginning Social Skills and focus on achieving broader objectives.

Objective

This lesson will be accomplished when the students try to persuade others to accept their ideas.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 21. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #4 *(description on page 4);* **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

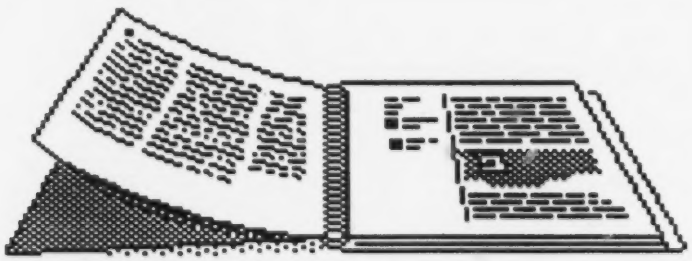
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Convincing others means persuading them to agree with our ideas. Every day advertisers try to convince us that they have the best products, the hottest car, the freshest food or the best mouthwash.

We, too, can try to convince others to agree with us. We can do it by showing or telling them why we think our idea or point of view is a good one.

Then it's very important that we listen carefully to what the other person thinks about our idea. If they disagree, we can provide more information in support of our position. Getting someone to think about or consider your point of view is the first step in convincing him or her to agree with you.

If you come on too strong, and are not willing to listen to what the other person has to say, chances are that they won't be willing to listen to you.

Being open, listening, and showing that you respect the other person can help you convince them to at least consider your point of view.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #4

In this 5-minute video, a Job Corps counselor tells a new student the story of the day he had his first pass to go into town (when he was in Job Corps 25 years ago), and his roommates tried to persuade him to join them on a drinking spree.

ALTERNATE CHOICES

1. Convincing Others.

Ask students to think about the following situation: Your new roommate is homesick and wants to leave. You really like him or her. What might you do to convince him/her to stay?

2. Debate.

Pick a recent activity or event on Center. Ask for two volunteers, one to defend the event as having been done well and one to argue that it should have been done differently. Let each speak for 2-3 minutes and then have the group vote on who was most convincing and why.

3. Create your own "Attention-Getting" activity.

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_____

_____

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_____

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you want to convince someone about something.
2. **Tell** the other person your idea.
3. **Ask** the other person what he or she thinks of it. If he or she agrees with you, you have achieved your goal.
4. **Tell** why you think your idea is a good one.
5. **Ask** the other person to think about what you said before making up his or her mind.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You need another member for your dorm's volleyball team. Your friend isn't very good and doesn't want to play.

2. You think student government should sponsor a Halloween dance. Others are uncertain.

In the Community

1. You're sure that the political candidate that you support is the best. Your friend is undecided.

2. You want to start a blockwatch in your neighborhood. Your neighbors aren't sure.

On the Job

1. You've thought of a different way to organize a report. You want to persuade your boss that it is better than the usual way.

2. You and your co-workers always go to the same cafe for lunch. There's a new restaurant down the street, and you'd like to try it.

In a Social Situation

1. You want to see a particular movie that your friends don't want to see.

2. Your friends want to go bowling. You'd like them to go to a dance with you.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Name something about which you would like to convince the group. Identify the reasons your idea is a good one.
- Why is it important to listen to what the other person has to say about your idea?
- How would you try to convince your employer that you deserved a raise?
- If your friends were doing something that you thought was dangerous for them, how could you try to convince them to do something else?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

21. Convincing Others

I know how to convince others to agree with my ideas.

Convincing others means persuading them to agree with your ideas. **To do this successfully, you need to be prepared to tell them why you think your idea is a good one.**

You also need to be ready to listen to what the other person has to say about your idea. If you listen carefully, you may be able to provide more reasons that would persuade them to agree with you.

Remember: To convince others, treat them with respect. Listen to what they have to say and ask them to think about what you have said before making up their minds.

STEPS TO CONVINCING OTHERS

1. **Decide if you want to convince someone about something.**
2. **Tell the other person your idea.**
3. **Ask the other person what he or she thinks of it. If he or she agrees with you, you have achieved your goal.**
4. **Tell why you think your idea is a good one.**
5. **Ask the other person to think about what you said before making up his or her mind.**

Social Skills Training

Job Corps

Facilitator's Skill Packet

Advanced Social Skills

NUMBER 22

Making a Decision

"It is characteristic excellence of the strong man that he can bring momentous issues to the fore and make a decision about them. The weak are always forced to decide between alternatives they have not chosen themselves."

— Dietrich Bonhoeffer

U.S. Department of Labor

Job Corps

22

Making a Decision

ST★R SOCIAL SKILLS TRAINING

Advanced Social Skills

Advanced Social Skills are those skills that a person uses in complex interactions with others. They build on the Beginning Social Skills and focus on achieving broader objectives.

Objective

This lesson will be accomplished when the students think about a situation, gather information and consider possibilities before choosing the best course of action.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 22. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #4 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

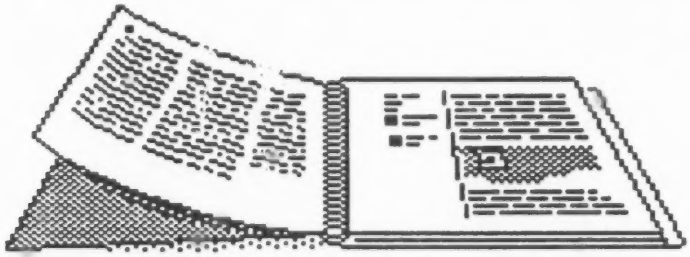
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- **Review the Objective** on the opposite page (←).
- **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).
- **Follow the 7 presentation steps.** They are described in full on the next few pages.

  1. **Use an "Attention-Getting" activity.**
  2. **Introduce the skill.**
  3. **Describe the basic steps for the skill.**
  4. **Model the skill.**
  5. **Have students role play the skill.**
  6. **Discuss how to use the skill in everyday life.**
  7. **Conclude the session.**

- **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**
- **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Everyday you make hundreds of decisions. Some are as simple as choosing what to have for breakfast. Others are more complicated and may have a greater effect on your future.

The first thing to remember when making a decision is to look at as many options as you can. Take time to think about the situation and realize that you have various choices about what to do.

To make a good decision it is usually necessary to get more information about each choice. There are many ways to do this. Use the time you have before you ***have to*** decide to explore your possible choices more thoroughly.

Just as it's important not to make decisions too quickly, or without enough awareness of our choices, or without enough information, so **it is also important for us not to make decisions too slowly.** Often it's impossible to get all the information we would want. Then it is important to trust your own judgement and feelings and make the best choice you can.

When you've thought through your options it's easier to make a good decision, one that you can be comfortable with.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #4

In this 5-minute video, a Job Corps counselor tells a new student the story of the day he had his first pass to go into town (when he was in Job Corps 25 years ago), and his roommates tried to persuade him to join them on a drinking spree.

ALTERNATE CHOICES

1. Desert Island.

This is an old stand-by exercise. Tell the students that they are going to be stranded on a desert island and can only take three books along (or battery operated video recorder and three tapes). What would each take? Have the students take a minute to think about this and write down their answers. Discuss what people's choices were. **Materials needed:** Pencils and paper.

2. Making a Decision.

Students are each given 40 beans or playing chips (i.e., income). The objective is to make spending decisions. Beans/chips are required for the following: *Housing 8 (rent) 12 (buy), *food 4 to 6, *insurance 4 (good driver) 8 (high risk), *phone 2 (no long distance) 4 (toll charges), savings 1 minimum (no maximum), *fuel 2, *transportation 3, leisure time 4, major purchases, 2 (furniture) 6 (auto), clothing 2, medical insurance 2 (items with asterisks (*) are mandatory). After students decide on how to distribute income, tell them there has been an emergency (medical emergency, car repair, etc.). Deduct 10 beans/chips for ***no*** medical insurance and 3 beans if they have insurance. After this round tell them there is another crisis (cut in salary, lay-off, inflation, etc.) Deduct 5 more beans.
(a) Ask students how they arrived at their decisions.
(b) Ask if they had to think of different choices & choose the best course of action.
(c) Ask if they discovered anything about their priorities.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Think** about the problem that requires you to make a decision.
2. **Think** about possible decisions you could make.
3. **Gather** accurate information about these possible decisions.
4. **Reconsider** your possible decisions using the information you have gathered.
5. **Make** what you feel is the best decision.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You've just finished the occupational exploration program. You think you'd like to take landscaping and outdoor work, but you are allergic to pollen so you can't be outside in the spring.

2. Some students ask you to go into town and buy some beer for them.

In the Community

1. A clerk makes a mistake and gives you $5.00 too much change. You know that it will be deducted from his pay when the mistake is discovered.

2. You're asked by a neighbor to help out on a community project. It's very important. Right now you are really busy at work and have several activities you'd have to drop to make time to help.

On the Job

1. Your boss offers you a promotion. It would mean earning more money, but the work wouldn't be as interesting or enjoyable.

2. You are working with a co-worker on an important job. Your co-worker is using drugs or alcohol and it is hampering the work. Your boss asks you why the project isn't going well.

In a Social Situation

1. You have a job interview in the morning. A friend offers you a ticket to a rock concert, but you know you'll have to be out really late to see the concert.

2. You have a chance to go to a party. The same evening a friend asks you to see a movie you've been wanting to see.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- When you make a decision about housing, what kinds of information would you plan to gather to help you decide?
- Can you describe a time when you know you've made a bad decision? Why wasn't it a good decision and how did you deal with the consequences?
- When you made the decision to come to Job Corps, what were your options? What information did you gather?
- What are some of the things you would want to consider before you decided whether or not to accept a job offer?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
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22. Making a Decision

I think through a situation, gather information, consider possibilities and decide on the best course of action

STEPS TO MAKING A DECISION

1. **Think** about the problem that requires you to make a decision.
2. **Think** about possible decisions you could make.
3. **Gather** accurate information about these possible decisions.
4. **Reconsider** your possible decisions using the information you have gathered.
5. **Make** what you feel is the best decision.

Everyday you're called upon to make decisions, some big, some small.

When making a decision, it's important to look at as many options as possible.

When you can take the time to gather information and get advice, consider it carefully and **you'll be able to make a decision that you'll feel good about.**